



# A STUDY OF TEACHING COMPETENCE, TEACHING EFFECTIVENESS AND ADJUSTMENT OF MALE AND FEMALE TEACHERS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Dr. Pujar Lingaraj

Principal B.Ed., College At Jogihalli, Tq: Sorab, Dist.:Shivamoga, State: Karnataka - 577413.

## ABSTRACT

The purpose of the study is to A STUDY OF TEACHING COMPETENCE, TEACHING EFFECTIVENESS AND ADJUSTMENT OF MALE AND FEMALE TEACHERS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS. For the present study a total number of 300 secondary school teachers and 1500 secondary school students were selected by using random sampling technique.

## INTRODUCTION

### Teaching Competency

In educational research on Teaching Competency is a complex variable, difficult to define very specifically, Teacher Effectiveness, teaching success, successful teaching, teaching efficiency, teaching performance and teaching ability are some of the other terms used to indicate teaching competency. Thus teaching competency is one of the most commonly used words in the literature of teaching ability.

### Teaching Effectiveness

Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students' achievement in terms of cognitive, affective and psychomotor 'learning or in promoting effective learning'. Teacher effectiveness involves a set of teaching behaviors which are especially effective in bringing about desired changes in students' learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship.

As per the dictionary of education (Good and Market 1959) definition of teacher efficiency is "The degree of success of a teacher in promoting instructional and other duties specified in his contract and demand by the nature of his position".

It can also be defined as "Effective teaching is that which contributes to the growth of pupil's education is designed to develop in the pupils certain knowledge, skills, attitudes and appreciations".

### Adjustment

L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs".

Gates, Jersli's and others, "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment".

### Academic Achievement

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored. There are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc.

## OBJECTIVES OF THE STUDY

- To study the difference between male and female teachers in respect of their teaching competence,
- To study the difference between male and female teachers in respect of their teaching effectiveness
- To study the difference between male and female teachers in respect of their adjustment.

## HYPOTHESES

- There is no difference between male and female teachers in respect of their teaching competence,
- There is no difference between male and female teachers in respect of their teaching effectiveness
- There is no difference between male and female teachers in respect of their adjustment.

## METHODOLOGY

The study adopts Descriptive survey method for investigation

### Sample

For the present study a total number of 300 secondary school teachers and 1500 secondary school students were selected by using random sampling technique.

### Tools

- Teaching competence scale :** For collection of essential data the rating scale developed by Dr. V. D. Bhat along with his task team as a part of the DPEP activity of NCERT, New Delhi at Regional Institute of Education, Mysore during July, 1998 was used.
- Teaching Effectiveness Inventory** constructed by Kulsum Teacher Effectiveness Scale (KTES-2000) was used.
- Adjustment Inventory:** The adjustment inventory developed by Dr.S.K.Mangal was used.
- Construction of Academic Achievement of Test:** To obtain the academic achievement scores of students in social science subject of IX Standard, the investigator constructed an academic achievement test.

## Statistical Techniques

Differential Analysis

## Analysis and Interpretation

**Table 1: Comparison of Male and Female Teachers of Secondary Schools with Teaching Competence and its Dimension scores**

Variables	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Teaching Competence	264.52	38.75	271.42	42.79	-1.4661	0.1437
Classroom Teaching	50.23	12.17	52.92	11.48	-1.9678	0.0500*
Classroom Communication	55.37	13.52	58.10	12.98	-1.7869	0.0750
Classroom Management	56.61	14.98	57.14	15.01	-0.3012	0.7635
Classroom Interaction	52.95	13.11	51.27	13.11	1.1154	0.2656
Pupil-teacher Relationships	49.35	13.23	52.00	14.12	-1.6762	0.0947

\*p<0.05

The above table shows that the obtained 't' value is less than the table value (1.97) at 0.05 level. It is concluded that there is no significant difference between male and female teachers in respect of teaching competence and its dimensions. However, there is a significant difference between male and female in respect of teaching competence in respect of class room teaching dimension. Further, it shows that the mean scores of female teachers is more than the male teachers in all the dimensions except the dimension class room interaction.

**Findings:** Male and female teachers do not differ significantly in respect of teaching competence and its dimensions. However, there is a significant difference between male and female in respect of teaching competence in respect of class room teaching dimension.

**Table:2 Comparison of Male and Female Teachers of Secondary Schools with Teaching Effectiveness and its Dimension scores**

Variables	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Teaching Effectiveness	257.26	39.46	262.09	43.50	-1.0074	0.3146
Pupil- teacher Relationships	50.12	9.05	51.31	8.39	-1.1783	0.2396
Classroom Management	43.41	11.40	43.47	9.03	-0.0484	0.9614
Knowledge of Subject matter	51.90	11.80	54.34	12.71	-1.7276	0.0851
Teacher Characteristics	57.10	14.16	57.75	15.28	-0.3786	0.7053
Inter personal Relationships	54.73	12.53	55.22	13.35	-0.3295	0.7420

\*p<0.05

The above table shows that the obtained 't' value is less than the table value (1.97) at 0.05 level. It is concluded that there is no significant difference between male and female teachers in respect of teaching effectiveness and its dimensions. However, it shows that the mean scores of female teachers is more than the male teachers in all the dimensions of teaching effectiveness.

**Findings:** Male and female teachers do not differ significantly in respect of teaching effectiveness and its dimensions. However, the mean scores of female teachers is more than the male teachers in all the dimensions of teaching effectiveness.

**Table 3: Comparison of Male and Female Teachers of Secondary Schools with Adjustment and its Dimension scores**

Variables	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Adjustment	353.20	35.99	364.73	34.96	-2.8149	0.0052*
Adjustment with Academic and General Environment of the institution	65.76	6.44	65.80	6.99	-0.0574	0.9542
Socio-Psycho-Physical Adjustment	61.59	5.99	61.46	7.11	0.1744	0.8617
Professional relationship Adjustment	62.16	4.91	63.41	5.10	-2.1640	0.0313*
Personal life Adjustment	95.12	20.28	101.17	17.25	-2.7766	0.0058*
Financial Adjustment and Job Satisfaction	68.56	15.14	72.89	14.38	-2.5374	0.0117*

\*p<0.05

The above table shows that the obtained 't' value is more than the table value (1.97) at 0.05 level. It is concluded that there is a significant difference between male and female teachers in respect of their adjustment and its dimensions. However, it shows that the mean scores of female teachers is more than the male teachers in all the dimensions of adjustment. Further, the mean score of male teachers is more than female teachers in respect of the dimension of Socio-Psycho-Physical adjustment.

**Findings:** Male and female teachers differ significantly in respect of all the dimensions of adjustment.

## DISCUSSION AND CONCLUSION

In this study, the researcher aimed to analyze A STUDY OF TEACHING COMPETENCE, TEACHING EFFECTIVENESS AND ADJUSTMENT OF MALE AND FEMALE TEACHERS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS. From the analysis report, it is concluded that, Male and female teachers do not differ significantly in respect of teaching competence and its dimensions. However, there is a significant difference between male and female in respect of teaching competence in respect of class room teaching dimension. Male and female teachers do not differ significantly in respect of teaching effectiveness and its dimensions. However, the mean scores of female teachers is more than the male teachers in all the dimensions of teaching effectiveness. Male and female teachers differ significantly in respect of all the dimensions of adjustment.

## Educational Implications

In the present study teaching competence, teaching effectiveness and adjustment variables are used. The background variables like gender, type of school management, qualification of teachers, age and subject of teaching are taken into consideration.

There is a positive high correlation between teaching competence, teaching effectiveness and adjustment of secondary school teachers with academic achievement of students studying in 9<sup>th</sup> standard.

The present study is mainly concerned with the important variable of teaching competence of teachers. This variable has direct impact on the academic achievement. Number of studies has repeatedly shown that the quality of instruction is depends very much on the level of teaching competence. Hence teachers should develop the competency of teaching to provide such a quality instruction to the students in the institution and the outcome of the institutions will be better. The results of present study also point out in the same directions.

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